



Week 3, Part 1 Assignment: Reflections on Domain I Competencies 1-3

Overview

The purpose of the Part 1 assignment is to provide personal reflections on Domain I Competencies 1-3 to assess progress toward mastery of the competencies associated with school community leadership.

Learning Outcomes

Candidates will:

- Analyze and evaluate your progress toward mastery of the SBEC Domain I competencies for School Community Leadership

Performance Outcomes

Candidates will be able to:

- Write a reflective paper assessing progress toward mastery in the three competencies for school community leadership.

Assignment Due Date: Discussion Postings are due on the fourth day and all other Week 3 assignments are due by 11:59 p.m. on the seventh day of Week 3.

Rubric: Week 3, Part 3

Use the following Rubric to guide your work on the Week 3 Assignments.

EDLD 5398 Week 3 Tasks	Accomplished/ Exceeds Standards	Proficient/ Meets Standards	Needs Improvement/ Approaches Standards	Unacceptable/ Does Not Meet Standards
Part 1: Reflections on Domain I Competencies 1-3	Candidate was able to clearly describe the degree of mastery toward each of the 3 competencies with relevant examples to support the self-assessment (30 points)	Candidate was able to describe the degree of mastery toward each of the 3 competencies with examples to support the self-assessment (24 points)	Candidate was able to somewhat describe the degree of mastery toward each of the 3 competencies but did not provide examples to support the self-assessment (21 points)	Candidate was not able to describe the degree of mastery toward each of the 3 competencies (0 points)

Week 3 Assignment, Part 1: Reflections on Domain I, Competencies 1-3

Due Week 3

Directions:

1. Complete the assignment. Begin with a review your internship summary reports with reflections and describe the degree of mastery you believe you currently have in regard to the three competencies for school community leadership (competencies 1-3). Cite examples of experiences that support your assessment. Reflections on each competency should be approximately one-half page.
2. Upload the document into the course.
3. Then load the document to Tk20 in the course binder. Data from student work in the internship is required by the State and accreditation agencies. Tk20 is the system Lamar University and many other universities use for this purpose. Keep in mind that all work stored in Tk20 is available for each student to use if you want to create a personal, professional electronic portfolio.

Domain I- School Community Leadership

Competency - 001

THE PRINCIPAL KNOWS HOW TO SHAPE CAMPUS CULTURE BY FACILITATING THE DEVELOPMENT, ARTICULATION, IMPLEMENTATION AND STEWARDSHIP OF A VISION OF LEARNING THAT IS SHARED AND SUPPORTED BY THE SCHOOL COMMUNITY.

During the course of this internship, I have actively participated in the process of collecting information needed from both external and internal resources such as TEA and procured stakeholder input as part of the update and maintenance of each of these critical documents: District Improvement Plan, the Campus Improvement Plans, and the Technology Plan. Each document serves as the articulation instrument of the community's vision of learning and its plans to achieve the goals detailed within. They each provide strategies and procedures to implement and assess successful achievement of campus, district, and community vision for teaching and learning within Falls City ISD.

Additionally, in an effort to meet the school community's expectations of Advanced Academic Performance on state assessments, I have actively collaborated with our administrators and campus leaders to facilitate the training for, deployment and monitoring of CSCOPE as a means of aligning district curriculum.

This also demonstrates Technology Facilitation Standard II

Competency – 002

THE PRINCIPAL KNOWS HOW TO COMMUNICATE AND COLLABORATE WITH ALL MEMBERS OF THE SCHOOL COMMUNITY, RESPOND TO DIVERSE INTERESTS AND NEEDS AND MOBILIZE RESOURCES TO PROMOTE STUDENT SUCCESS.

As the technology director, and an internship candidate, I utilize email, snail mail, texting, our school web site, and informal and formal personal conversations gather stakeholder input for the various planning processes and to provide stakeholders with day-to-day information, student progress or the lack thereof, as well as maintaining the student activities calendar and lunch menus. Additionally, I create paper and digital surveys to gather input regarding campus climate and community direction for possible technology oriented projects and direction for both campus improvement and technology plans. In order to better meet the needs of the staff and community, I have provided links a

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set of “HowTo” videos I created for using some of the open source tools we used in this class to complete online collaborative projects. I have already started using Dropbox to distribute large files, and have started the process of possibly moving email into Google and creating a Google+ identity for the school. Many students and parents have adopted Facebook and Tweeter, I plan to have my new helper create a Facebook and Tweeter presence for the district.

The underlying, but well understood focus for all these activities is to, provide a well-rounded education and educational climate to promote student success for all students.

This also demonstrates Technology Facilitation Standard VI.

Competency – 003

THE PRINCIPAL KNOWS HOW TO ACT WITH INTEGRITY, FAIRNESS AND IN AN ETHICAL AND LEGAL MANNER.

Staff, students, and parents are schooled in the responsible and ethical use of technology in an ongoing process each year. Teachers are provided with resources and instructional Cyber Safety, ethics, and anti-bullying booklets by USAC, those resources will be supplemented with check off lists and tutorial lesson resources provided by TCEA’s Lori Gracey as part of the packet given to teachers the first day of in-service. I monitor the district’s content filter. If necessary, I demonstrate to students how much information about their computer and internet use is collected by the filter, to “scare” them into compliance. When teachers want software for classroom use, I make sure we have purchased the appropriate licensing, if funds are available for the name brand software. If funds are not available, I do not allow teachers to use a friend’s pirated copy, but rather download, install and demonstrate Gimp. This year, thanks to this class, I can add a couple of online photo editing resources. This demonstrates to teachers and students who are always watching, that pirating software is not OK and that adults must adhere to the same rules as students.

This also addresses Technology Facilitation Standard II

In thinking through what I have accomplished and reviewing my plans for the year, the biggest issue I see is in the “after-the-fact” documentation. Although I have kept a daily calendar log of the last eighteen months, something I have done since 1999 when ERATE started, I did not get the documentation moved to a notebook.